**Middle and High School**

The focus of the four-level course is on the functional use of language in authentic cultural contexts. Grammar continues to be taught but it is not the main goal of the class. One year of study corresponds to 120-150 hours of instruction.

We suggest 6 global themes that are related to IB, AP, and Cambridge programs: Personal and public identities, families and communities, contemporary life, global challenges, science and technology, and beauty and aesthetics.

Teachers can use the can-do statements to prepare their units, choose the content, vocabulary and structures to be taught.

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| Year 1 | Year 2 |
| |  | | --- | | I can ask and respond to greetings in a variety of ways. | | I can ask and tell my name, age, nationality. | | I can recognize numbers 0-99.  I can use numbers to count. | | I can give my phone number and my address.  I can ask somebody’s phone number and address. | | I can follow teacher's commands, such as *stand up, sit down,* | | *repeat after me, open and close the book, raise your hand, etc.* | | I can ask someone or tell today's date. | | I can say the days of the week. | | I can interact with people in a polite way. | | I can recognize that dates in Portuguese are expressed as day, month, year.  I can say the dates. | | I can ask questions about someone's birthday date. | | I can answer questions about my own birthday. | | I can say "Happy Birthday" and sing birthday song in Portuguese. | | I can write a birthday card and invitations.  I can respond to an invitation. | | I can exchange basic information about families. | | I can describe and introduce family members and friends. | | I can tell about someone's physical and personality characteristics.  I can tell where and with whom I live.  I can tell what I do with my family. | | I can make a list of main foods we eat during birthday celebrations.  I can talk about how my family celebrates birthdays. | | I can say, write, and read schedules. | | I can tell where my school is located. | | I can tell/make a list of school supplies. | | I can understand basic description of school supplies (color, size, shape). | | I can list the subjects I study. | | I can ask and answer simple questions about daily school activities. | | I can express hunger and thirst. | | I can express preferences of food and drink.  I can ask someone what he/she ate and drank. | | I can say basic tastes, such as *doce, salgado, azedo, amargo, apimentado.*  I can name typical food and drinks.  I can identify ingredients. | | I can express likes and dislikes about leisure activities. |   I can tell the differences about art and music in my country and in Lusophone countries.  I can give basic information I learned about music and art.  I can talk about the music/art that I like and I don’t like. | |  | | --- | | I can ask and answer simple questions about daily routine, school schedule, and activities. | |  | | I can ask and answer questions about relative locations of places in school (*na frente de, atrás, próximo, do outro lado, ao lado de, etc.)* | |  | | I can talk about the sequence of daily routines. | | I can talk about school schedule and extracurricular activities. | | I can exchange information about school work. | | I can interpret a given schedule. | | I can read a school map. | | I can read a school activity flyer. | | I can write schedules based on student's choices of classes and activities. | | I can compare students' schedule in the U.S with Lusophone countries. | | I can compare American and Lusophone countries school hours.  I can compare class transitions in the U.S. schools with Lusophone countries. | | I can establish the difference in course options, tests, grade scale, and extracurricular activities between American schools and Lusophone countries schools. | | I can understand short passages describing someone's daily routine, schedule, and activities. | |  | | I can describe the weather. | | I can ask about the temperature. | | I can converse about my favorite season and explain why. | | I can describe what people are wearing. | | I can make a list of clothing items and accessories (adjetivos, cores, tamanho, estilo, comprimento, etc.) | |  | | I can ask information about prices and discounts (verbos usar, calçar, vestir) | | I can identify currency in Lusophone countries. | | I can understand different measurements for degrees, length, sizes. | | I can order food and drinks at restaurants.  I can order food on the phone.  I can make a restaurant reservation. | | I can read and understand recipes and menus. | | I can express likes and dislikes of food and drinks.  I can tell how to prepare a simple meal. | | I can describe typical dishes from Lusophone countries and the U.S. | | I can identify common food for breakfast, lunch, and dinner. | | I can identify parts of the house. | | I can describe my house | | I can talk and write about my own home. | | I can explain how to get to a place. | | I can follow directions from one place to another. | | I can identify furniture and household items. | | I can talk about chores. | | I can talk about the neighborhood and common places (*parques, praças, mercados, cinema, centro comercial, etc.)* | | I can create a map showing places in the community. | | I can describe physical symptoms or injury. | | I can understand descriptions about someone's physical symptoms or injury. | | I can identify body parts. | | I can tell what happened (verbs past tense). | | I can compare the U.S and Lusophone countries medical services.  I can give my opinion about music/dance/art.  I can reflect on music/ dance/art.  I can talk about artists from the target culture.  I can talk about my favorite movie/music/book/art piece. | |

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| Year 3 | Year 4 |
| |  | | --- | | I can ask and answer questions about what courses | | and extracurricular activities student takes. | | I can exchange opinions regarding the Portuguese learning experiences. | |  | | I can understand authentic course curriculum information on a website in Portuguese. | | I can talk about the importance of a good education. | | I can identify the main ideas of a text I read. | | I can describe academic and extracurricular activities. | | I can comment on academic and extracurricular activities. | | I can talk about my family tree and heritage. | | I can exchange information on family traditions and celebrations. | | I can narrate (speaking and writing) a story about celebrations and traditions.  I can compare families from different places.  I can compare eating habits in the target language with my habits. | | I can describe items to bring on a trip. | | I can ask and answer questions about travel arrangements.  I can buy a ticket. | | I can ask and answer questions about means of transportation (where and when they arrive/depart). | | I can read travel itinerary.  I can read maps. | | I can fill out travel forms and documents. | | I can read and understand guide books. | | I can understand information about touristic attractions. | | I can describe a place I visited. | | I can give examples of jobs I like.  I can ask and answer interview questions.  I can give a short presentation about a topic from movie/art/music/literature.  I can give a presentation about a famous person or historical figure. | |  | | I can discuss family values and generation gap.  I can present opinions of family values using examples.  I can talk about my family traditions.   |  | | --- | | I can describe a future career.  I can compare different jobs and study programs in a conversation. | | I can discuss future plans. | | I can usually defend my views. | | I can ask for and provide information about jobs and career plans.  I can make a presentation promoting an event, a service, a product. | | I can understand information on a website about jobs. | | I can understand an advertisement on a newspaper. | | I can interpret messages on social media. | | I can identify main ideas of online news. | | I can write messages and post on social media.  I can exchange information on technological advances.  I can explain how technology impact our lives. | | I can discuss how human behavior impacts the environment. | | I can exchange opinions on how to protect the environment. | | I can create an informational text (or video) about an environmental issue. | | I can comprehend news and articles about environmental issues. | | I can create a portfolio to promote an environmental cause. | | I can write an article about an environmental problem related to my community. | | I can discuss about some solutions to protect the environment.  I can write summaries.  I can write a review about a movie/exhibit/show.  I can compare/contrast pop culture and art.  I can analyze a character in literature. | |

References:

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

<http://clt.byu.edu/content/chinese-flagship-secondary-curriculum>

<http://www.portflagship.org/k12/>